First Grade Literacy Skills/Parents

This guide is intended to help you, the parent, understand what your child will be learning and gives suggestions on how to support this learning at home. The first column lists general standards in the Utah State Core Curriculum for Language. The second column, "Your Child is Learning...", lists specific literacy skills in that standard. The third column, "You Can Help at Home ...", has activities you might do as an important part of their literacy achievement.

| | Your Child is Learning How to | You Can Help at Home |
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| | Know why we need to listen | Teach your child to listen by being a good |
| Language Skills | with understanding and | listener yourself. Give one or two step |
| Listening and | follow simple directions | directions such as "Hang up your coat, |
| Speaking | | then" Praise when he/she does what you |
| | | asked. If not, gently repeat the request. |
| | Speak In complete sentences | Model this in talking with your child, and ask |
| | with expression and participate | questions that cannot be answered yes or |
| | in conversation at home. | no, like "What did you do at school today", |
| | | or "Tell me about the program you are |
| | | watching," and be sure to listen to him/her. |
| | View a variety of media and | Point out difference between news, stories, |
| | know the difference between | and even ads. Talk about events, places, |
| | information /entertainment | characters in programs, laugh at jokes! |
| | Participate in show-and-tell, and | Encourage your child to share some |
| | give brief oral reports on | interesting event or object at school and |
| | something new he/she learned, | help him/her prepare by practicing at home. |
| | using illustrations if needed. | Retelling a favorite story is a good activity. |
| | Your Child is Learning How to | You Can Help at Home |
| Phonics and | Count the number of syllables in | Help him/her hear the different syllables by |
| Spelling | his/her name and other words. | breaking words into parts as you say them. |
| | | For example, <i>be/fore, hol/i/day.</i> Add other |
| | | common words like af/ter/noon, an/i/mal. |
| | Identify words with the same | Again, this listening skill helps him/her hear |
| | beginning sound (<u>m</u> an, <u>m</u> e, <u>m</u> y) | the different sounds in words so he/she can |
| | and words with the same ending | use the phonics he/she learns to sound out |
| | sound (<i>ca<u>ll</u>, fe<u>ll</u>, wi<u>ll</u>).</i> | new words in print. This takes practice! |
| | Identify which words have the | Point out he/she is <i>listening</i> for same and/or |
| | same long or short vowel sound | different sounds in the middle of words, |
| | in the middle of words. (him, sit, | then tell which word is <i>not</i> the same. Try |
| | g <u>o</u> t; t <u>a</u> ke, l <u>a</u> te, m <u>ee</u> t). | other words that are in your speaking |
| | | vocabulary and repeat this skill as needed. |

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| | Say and blend the beginning | Make this fun by showing how many new |
| | sound of words with rhyming | words we can say by putting a new sound on |
| | parts to make new words. | rhyming parts such as —ack, -et, -ig, -un. |
| | Say and blend letter sounds to | Your child will hear the different sounds in |
| | make up new words he/she | words as you say them slowly and then |
| | knows. Substitute different | pronounce the word fluently. This teaches |
| | consonant and vowel sounds to | that letter sounds helps us say many words |
| | make up other familiar words. | slowly so we can then read them fluently. |
| | Write alphabet letters and give | Have your child write consonant alphabet |
| | the sound(s) of each consonant | letters and tell you the sound each makes. |
| | and short/long sound of vowels. | Then write <i>vowels</i> and show him/her how |
| | | a,e,i,o,u have both short and long sounds. |
| | Identify and say the sound of | Show your child words with the consonant |
| | consonant blends (br, st, fl, sn) | blends like <u>fr</u> om, <u>pl</u> ay, <u>fl</u> ag where each letter |
| | and the consonant digraphs | has a sound, and read them together. Next |
| | which are ch, sh, wh, th. | show how ch, sh, wh, th have a single sound. |
| | | Then sound out and read words like why, |
| | | them, chin, shop, when, and wi <u>th</u> , ri <u>ch</u> , fi <u>sh</u> . |
| | Sound out words with the short | Show words like get, ham, sit, cup, not, just. |
| | vowel sound. | Help your child sound out the word slowly |
| | | as he/she writes it and then says it fast! |
| | Sound out words with the long | Point out different ways long vowels can be |
| | vowel sound (where the vowel | spelled, then help your child sound out |
| | says its name)with an e on the | words like we, go, sleep, home, read, coat, |
| | end or two vowels together, and | true, ride, find, like, came, day, my. (Ask for |
| | other words with this sound. | the first grade word list from the school.) |
| | Sound out and read words with | Find words that have this pattern for your |
| | vowel plus <i>r</i> sounds | child to read such as her, car, for, turn, first |
| | Use knowledge of word parts or | Remind your child that some words have |
| | syllables to identify and read | more than one syllable, and point out that |
| | grade level contractions (I'm. | some of these are <i>compound</i> words. Have |
| | he's, don't) and compound | them read words like into, cannot, myself, |
| | words (into, birthday, football) | homework, outside, backpack, mailman. |
| | | Contractions are two words combined that |
| | | are used in speaking and in print, such as |
| | | cannot may be said or read can't. Help your |
| | | child understand this idea, and then point |
| | | these out when you are reading aloud. |
| | | Other common contractions that he/she |
| | | should know are don't (do not), I'm (I am). |
| | Use knowledge of root words | As your child sees words like useful, teacher, |
| | and how suffixes change | playing, point out how the addition of |
| | and now surfixes change | playing, point out now the addition of |

| | Know that some words cannot be sounded out and have to be learned by memorizing how to pronounce the word. Remember words and read them fluently in oral reading. | Remind your child that most words can be sounded out, but we have to just remember how to pronounce some common words that cannot be sounded out such as to, you, said, who, they, two, was, one, put, could. Reading and writing the words will help him/her remember how to say them. Have easy books so he/she learns to read words once sounded out fluently when reading stories. Remember if he/she misses about five or six words on a page, the book may be too hard for him/her. |
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| | Your Child is Learning How to | You Can Help at Home |
| Vocabulary | Use new vocabulary words learned by listening, talking, and reading favorite stories or having them read to him/her. | Read <u>aloud</u> good stories so your child hears big words like <i>favorite</i> , <i>excited</i> , <i>worry</i> , and <i>adventure</i> so he/she learns what they mean. Then he/she will already know the meaning of many words they learn to read later. |
| | Read and know what most grade-level words mean in stories and information books. | Ask for a list of kindergarten/first grade words that make up many of the words you see in print, put them into easy sentences so your child sees what words like ask, begin, where mean. Many signs use easy words, too. Talk about the message of Do not cross or Restrooms. Ask the teacher for a short list of words that may be taught in social studies, science, and other subjects so you can help your child say the word and understand what it might mean. |
| | Add to understanding of words by using the base or root word and adding plurals, prefixes, suffixes, and other word parts. | Begin with adding an s to words like books, shoes, or a prefix like <u>return</u> . Change the meaning of help by adding –ful (helpful) or unhelpful, or put two words together into compound words like outside, anything. |
| | Use other words in a sentence to help know the meaning of new words in a story or text. | Many words have more than one meaning and the sentence helps us know which one—such as <i>cross</i> can be a symbol, to <i>cross</i> a street, or being <i>cross</i> (how we might feel). The word <i>play</i> has several meanings. These words are learned with a lot of easy reading and talking about how our language works. (List of multiple-meaning words is available.) |

| Comprehension | Your Child is Learning How to | You Can Help at Home |
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| | Use what he/she already knows to | Help your child to see he/she knows a lot about |
| | make connections to new | a many things. Begin by saying, "What do you |
| | information and understand better. | already know about(why school rules are |
| | miorination and anderstand better | important, what a compass does, etc.). He/she |
| | | knows more than you might think. This helps |
| | | him/her put new information with what he/she |
| | | already knows, and often makes your child |
| | | interested in learning more. |
| | Ask questions about what he/she is | This is an important listening and thinking skill as |
| | reading or is being read to him/her. | it helps your child remember ideas and receive |
| | | more information to understand better. Get |
| | | him/her interested by asking simple questions as |
| | | your child reads to you: "Why do you think the |
| | | boy did that?", "How did the neighborhood |
| | | change?" Show them some beginning question |
| | | words like how, what, when, who and why. |
| | Make predictions using picture | This helps your child use what he/she knows to |
| | clues, title, beginning information, | think about what might happen next. When you |
| | and/or using prior knowledge. | read together, stop and talk about what has |
| | | happened in the story so far and predict the |
| | | next event. This skill means he/she has been |
| | | listening and also helps him/her use what they |
| | | know or imagine might occur next. |
| | Use information already read to | This happens when your child can tell in their |
| | help comprehend what has | own words what the story or information was |
| | happened and draw conclusions | about. Begin with a short story and talk about |
| | about the story or text. | what you both learned or still wonder about. |
| | Identify topic, main ideas, and | This skill is really important at every grade level |
| | details in what he/she read, and | so it needs to be practiced often. Begin by |
| | tell in a few words the most | reading with your child an easy book about |
| | important information. | holidays, animals, or sports. Get him/her to tell |
| | | you the main idea, and then talk about some of |
| | | the details that help explain it. |
| | Recognize characters, setting, | As a family, reading a variety of good books— |
| | series of events, and other | your library has a list—will help comprehension |
| | information when reading fairy | and shared enjoyment more than any activity. |
| | tales, information books, and | As you read, make predictions, talk about |
| | realistic fiction | good/bad characters, facts learned, and how |
| | | you liked it. |
| | Your Child is Learning How to | You Can Help at Home |
| Writing | Think of ideas for writing and who | Write notes to your child about things that need |
| | will be the audience. | to be done, share letters from friends, show |
| | | what writing you do at work, and think of who |
| | | will read what we write—friends, teacher, class. |

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| | Select the right words and | Help your child write a letter or a report and |
| | compose a <i>draft</i> copy, which is one | work together to make it read better. Talk |
| | that will be written again. | about how it could be improved, and make a |
| | | few changes in spelling, punctuation, and word |
| | | choice as needed, |
| | Write for different purposes such | Point out the difference in these types of writing |
| | as stories, letters, and reports. | and tell your child what he/she can say, they can |
| | | write. This is important for him/her to know. |
| | | Get him/her to tell you a story or what they |
| | | know about a subject studied in school. Then |
| | | together write what he/she says so they get the |
| | | idea of speech to print. |
| | Share writing with others, using | This is learned by sharing with you and other |
| | illustrations if needed, and publish. | family and friends. Add pictures if appropriate, |
| | | and print or write a neat final copy if he/she is |
| | | going to share it at school. Praise him/her for |
| | | this work! |
| | Your Child is Learning How to | You Can Help at Home |
| Fluency | Read grade-level text at about 60 | Fluency is important because if we read too |
| | words per minute with 95-100% of | slowly, we don't understand very well. Ask the |
| | the words read correctly. | teacher to give you a list of kindergarten and |
| | | first grade words so you can practice reading |
| | | these words with your child first, then let |
| | | him/her practice them alone, with help if |
| | | needed, until he/she can read about 60 words a |
| | | minute. Then make sure there are easy books to |
| | | read that have many of these words in an |
| | | interesting story. This is an ongoing activity. |
| | | Teachers also have lists of easy phrases on this |
| | | grade level that will help your child with fluency |
| | | as reading word-by-word makes comprehension |
| | | difficult. Each column of phrases contains about |
| | | 75 words which might be read in a minute. |
| | Read grade level text fluently and | Reading in phrases helps your child to do this. |
| | with expression. | Model this when you read to him/her, and then |
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